

ECEAP Directors Meeting

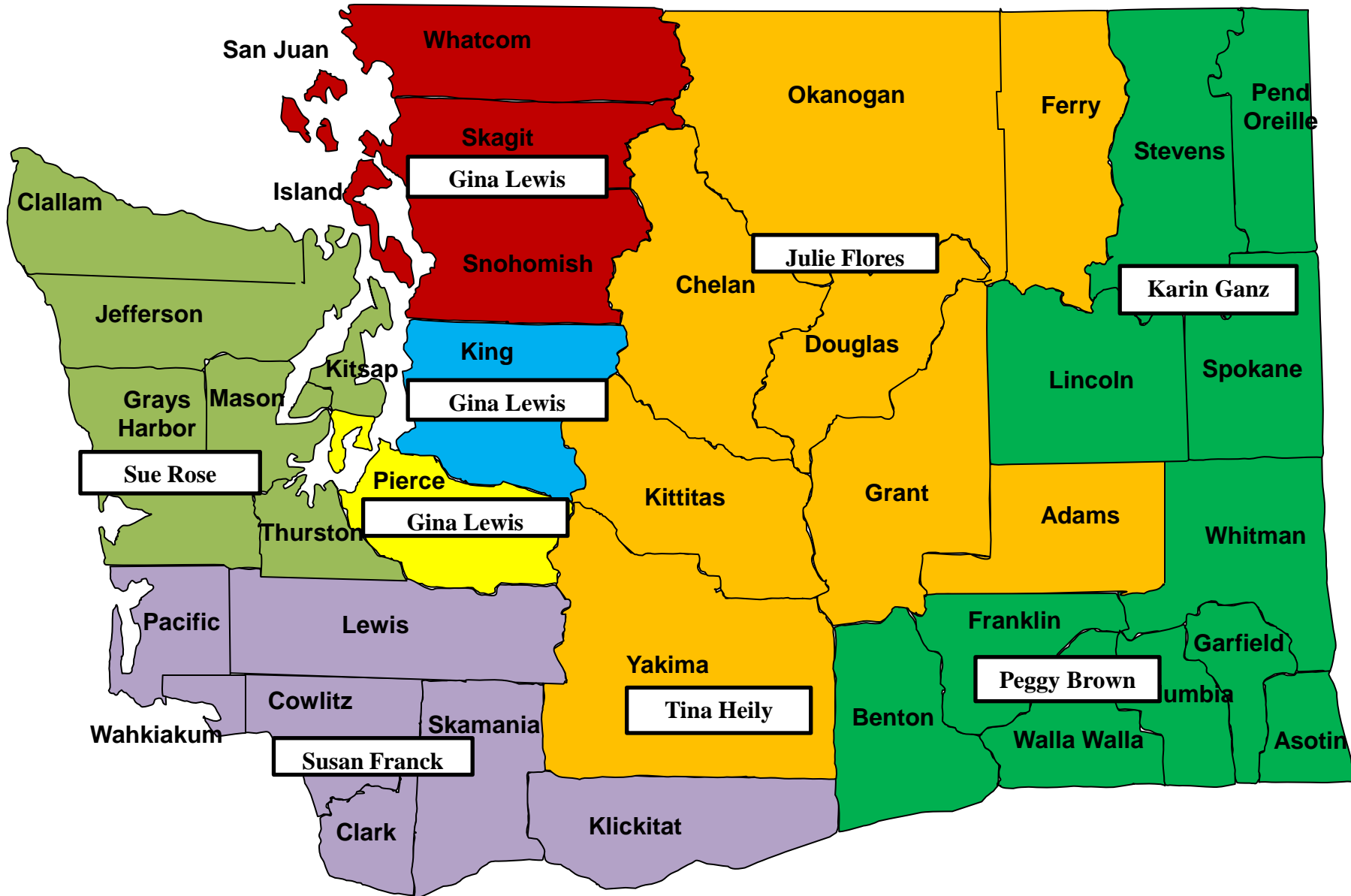


October 1, 2014

Today's Agenda

- Welcome and Overview
- ECEAP Experience
- DEL and ECEAP Updates
- Lunch and Contractor Announcements
- Program Updates
- Q & A with Dr. Bette Hyde
- Early Achievers
- Fire Marshall and CCDF subsidy dollars
- Coaching

Child Care Aware of WA Regions



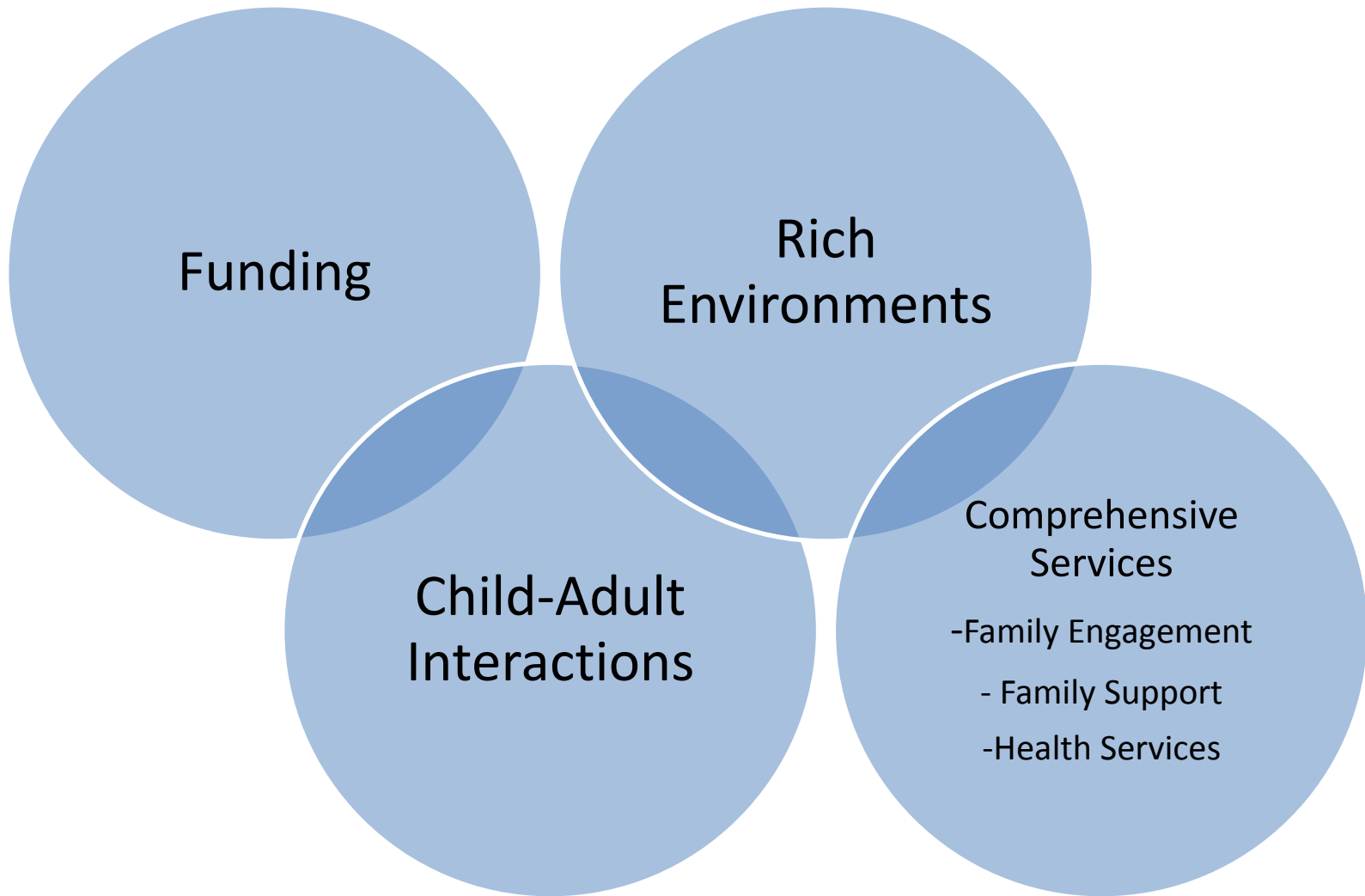
ECEAP Experience



DEL Agency Updates

- Strengthening Families Washington has awarded \$319,090 statewide.
- Working on applications for Maternal, Infant and Early Childhood Home Visiting Program Competitive Grants.
- Working with ELAC to spread the word about The Raising of America documentary.
- Submitted budget decision packages to the Governor's office.

High-quality early learning



New Evidence and Growing Consensus About Essential Preschool Quality Elements

- Full Day
- Highly educated & supported teachers with professional qualifications and compensation
- Evidence-based curriculum
- Access to comprehensive services
- Rich learning environments & adult-child interactions

Federal Preschool Expansion Opportunity

Washington is Eligible to apply for:

- **Expansion grant of \$70M/four years**
 - Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children; and
 - Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.
- **WA compete against 35 other states**

95% - to Subgrantees

- **Fund new slots with all essential elements**
- **Enhance the quality of existing programs where kids are already served**
 - ECEAP & Head Start: Enhance to Full Day, BA degrees, curriculum
 - Preschool Child Care programs – enhance subsidized slots, BA degrees, curriculum, comp. services

5% - to Infrastructure

- **BA's**
- **Curriculum**
- **State T&TA System**
- **DEL Monitoring and Oversight**

Vision for Preschool at Scale

Washington's Preschool

A High-Quality Preschool program for 3-4 year olds in WA

Essential Quality Elements

- Dosage to ensure outcomes
- Research based curriculum
- Comprehensive services based on need
- Well educated and supported teachers
- Shared Data

Structural Supports

- Quality assurance through participation in Early Achievers
- Connected to Schools through WaKIDS
- Professional Development, coaching, training and support through a state Training and Technical Assistance Network

Sustainable

- Braided state and federal funding (ECEAP, Federal Expansion, CCDF)
- Mixed Delivery
- Mixed Income
- Includes tuition-based services

Preschool Expansion Comparison

	Current ECEAP	ECEAP Expansion Plan with State Entitlement Funding	Potential Combining State & Fed Preschool Funding
Expansion slots	N/A	12,716 new part day slots in 4 years	13,000 new full day slots in 4 years
Total slots	10,091 slots 8,165 part-day 1,926 full-day	22,807 total slots 20,881 part-day 1,926 full-day	25,091 total slots* 4,165 part day 20,926 full day
Full Day	Currently no strategy to provide additional full day	Currently no strategy to provide additional full day	6,000 part day HS & ECEAP slots converted to full day
Eligibility	Program limited to children 110% of FPL	Program limited to children 110% of FPL	Up to 22% of kids up to 200% FPL (state funds restricted to only 110%)
Quality Enhancement Plans	Existing quality improvement efforts; no additional funding	Existing quality improvement efforts; no additional funding	Federal start-up \$\$ for quality enhancements (curriculum, tuition support, PD, etc)

*Includes up to 2,000 children in “enhanced” Head Start (note that numbers may be subject to change)

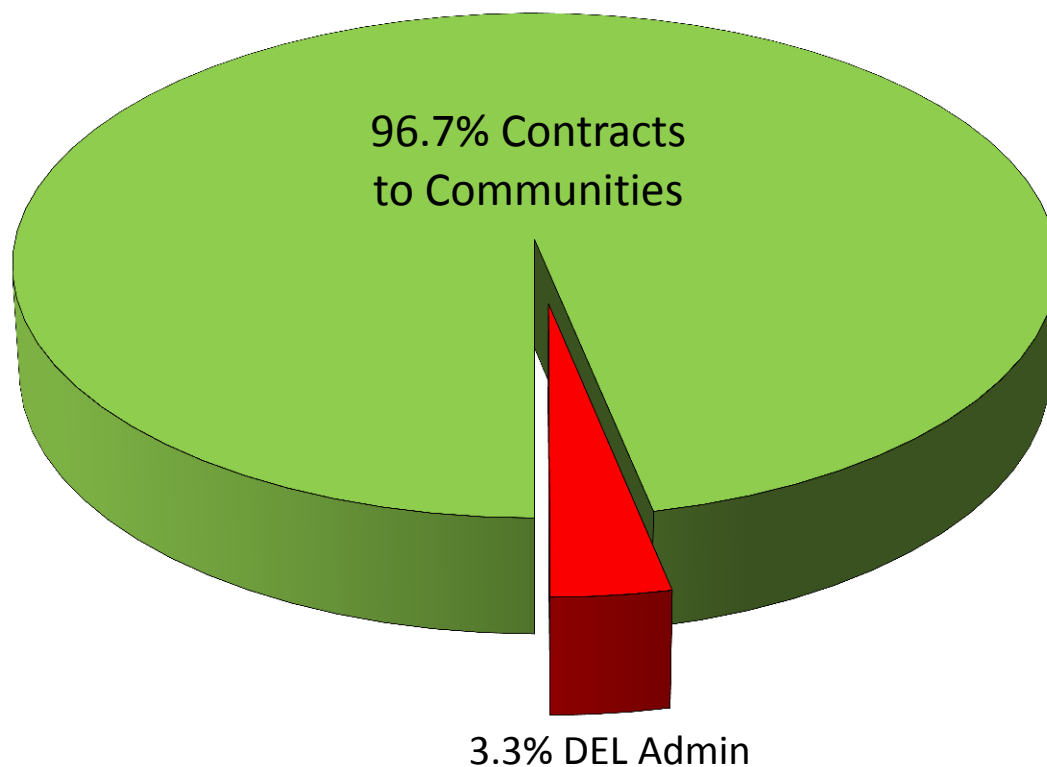
Federal Preschool Grant Updates

- Standards and requirements
- Differentiated slots
- Curriculum practices
- PD supports for BA, coach certificate



2014-15 ECEAP Budget

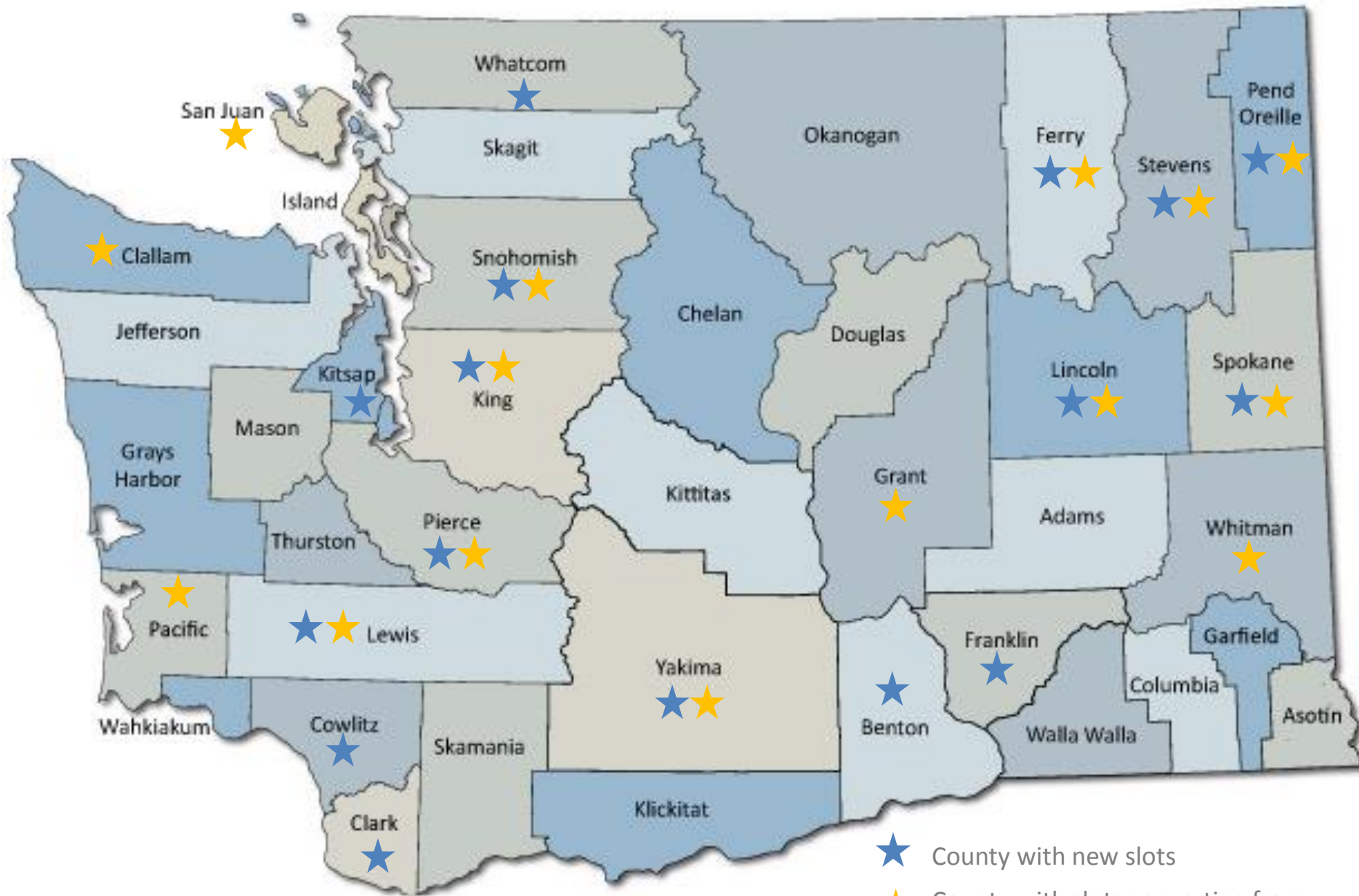
Total \$76,474,000 for 2014-15 school year



ECEAP Expansion

- Total ECEAP slots: 10,091
- Full School Day: 1,354
- Extended Day: 572
- Total slots converted: 576
- Part Day Slots: 8,165





★ County with new slots

★ County with slots converting from part-day to full-day

Preschool Expansion Operational Work Group

- Composed of applicant recipients, stakeholders and an ELAC rep
- Develop future preschool model components:
 - Differentiated family support and engagement services
 - Evidence-based parent and children's curricula



Caseload forecast

ECEAP Expansion Costs	FY14	SFY15	SFY16	SFY17	SFY18	SFY19
Additional ECEAP Slots	350	1,350	3,179	3,179	3,179	3,179
Total ECEAP Slots	8,741	10,091	13,270	16,449	19,628	22,807
Cost per ECEAP Slot*	\$6,890	\$7,579	\$7,579	\$7,579	\$7,579	\$7,579
Additional Appropriation Needed	\$0	\$0	\$24,093,641	\$24,093,641	\$24,093,641	\$24,093,641
Cost of Total ECEAP Slots	\$60,229,000	\$76,474,000	\$100,567,641	\$124,661,282	\$148,754,923	\$172,848,564

DEL Reduction Scenarios

- “Book 1” budget
- DEL reduction target of \$25.8 million in state general funds
 - Reduce ECEAP by 1,391 ECEAP slots
 - Eliminates state funding for a variety of other programs
- Buy back package to “buy-back” the ECEAP slots

DEL Decision Packages

Proposed ECEAP funding in general funds state for 2015-17*:

- FY 16:
 - \$27,345,000
- FY17:
 - \$52,531,820
- Biennial request:
 - \$79,876,820



<http://ofm.wa.gov/budget/decisionpackages/1517/default.asp> *amount subject to change

Staff Compensation Plan

Why is the Staff Compensation Summary required by DEL?

- Recent legislation requires DEL to report the following information to the Legislature:
 - Comparison of state-funded preschool program compensation rates to Washington state Head Start program compensation rates;
 - Comparison of state-funded preschool program compensation rates to similar program compensation rates in other states.
- The [Staff Compensation Summary](#) must be completed by contractors and subcontractors for each ECEAP site and emailed in excel format to ECEAP@del.wa.gov by October 15.

Questions?



Lunch & Contractor Announcements



Program Updates

- 2014-15 Site Visits
- Standards Alignment
- Program Reviews: lessons learned
- Expedited Licensing visits
- Contract Changes



2013-14 Program Review Trends

“[ECEAP] helped me let my daughter be her own person. Previously I used to do some things for her. Now she says, ‘I can do it.’ She wants to do things by herself.”

STRENGTHS:

Relationships, recruitment,
Culturally relevant practices,
Health coordination, family support



2013-14 Program Review Trends

“All because the family support specialist noticed I didn’t want to be a dead beat dad. I grew up a product of the foster care system. The family support specialist helped with the emotional side of being a father. I knew the intellectual side of being a father but I didn’t know how to be a father emotionally.”

AREAS OF GROWTH

Full enrollment within 30 days, playground equipment safety, minimum 45 minutes of rich free choice time

Expedited Licensing

- Piloting an expedited licensing process this year
- Full school day sites who meet the requirement



- DEL licensor and Pre-K Specialist together

Expedited Licensing Visits

Expedited licensing visits will include:



- Health and safety observations
- Enrollment and eligibility monitoring
- Meeting with the Director
- Technical assistance

Expedited Licensing Visits, cont.

- **Health and Safety Observations:**
 - ECEAP Performance Standards
 - Additional requirements WAC
 - Fire Marshal inspection
 - Window blind cords, guard rails, water temperature, reporting requirements
 - Listed on the form

Expedited Licensing Visits, cont.

- **Technical Assistance:**
 - Meet with Director
 - Review ECEAP requirements
 - Early Achievers
 - Data
 - Needs for technical assistance



Contract Changes

- Portable Background Check and Fire Marshal inspection
- Expedited licensing requirements
- Early Achievers participation
- Updated deliverables calendar
- Economic Stability Training – available mid-winter

Q&A with Bette Hyde



Let's play

Early Achievers Land

Washington State Department of
Early Learning



Version date: 9/24/14



Click here to play

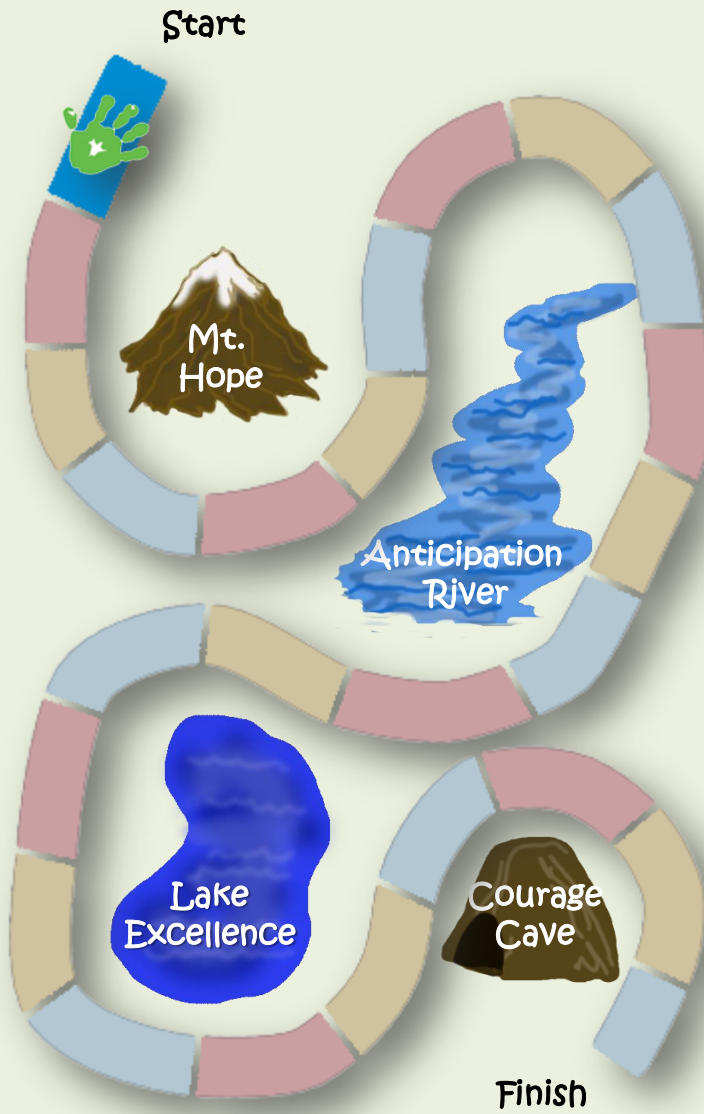


Welcome to Early Achievers Land!

Click on the first space to advance.



Washington State Department of
Early Learning



Step 1



Grantee/Contractor:

- Choose a Primary/Secondary Early Achievers contact
- Create a professional record in MERIT
- Send the name of the Primary/Secondary Early Achievers Contact to the QRIS inbox

Click on the next space to advance.



Washington State Department of
Early Learning



Step 2



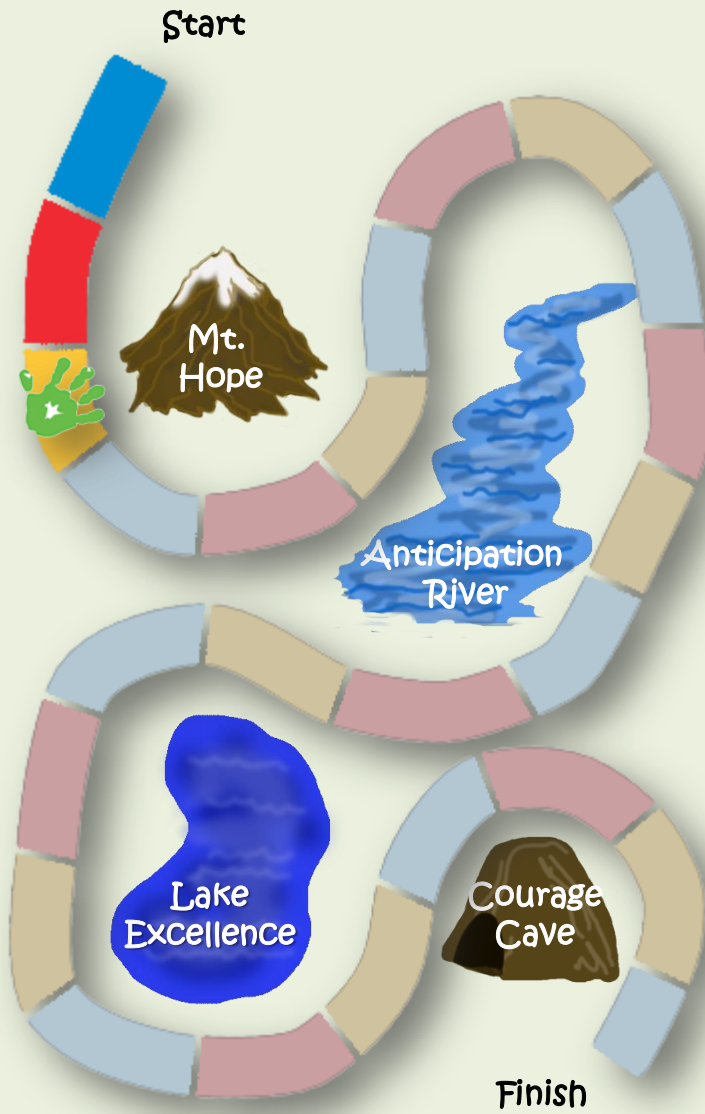
Grantee/Contractor:

- Email QRIS inbox for Early Achievers Orientation Webinar availability
- **(FUTURE:** Sign up on the website or dates listed on website)

Click on the next space to advance.



Washington State Department of
Early Learning



Step 3



Grantee/Contractor:

- Attends the Early Achievers Orientation Webinar

Click on the next space to advance.



Washington State Department of
Early Learning

Early Achievers Q & A

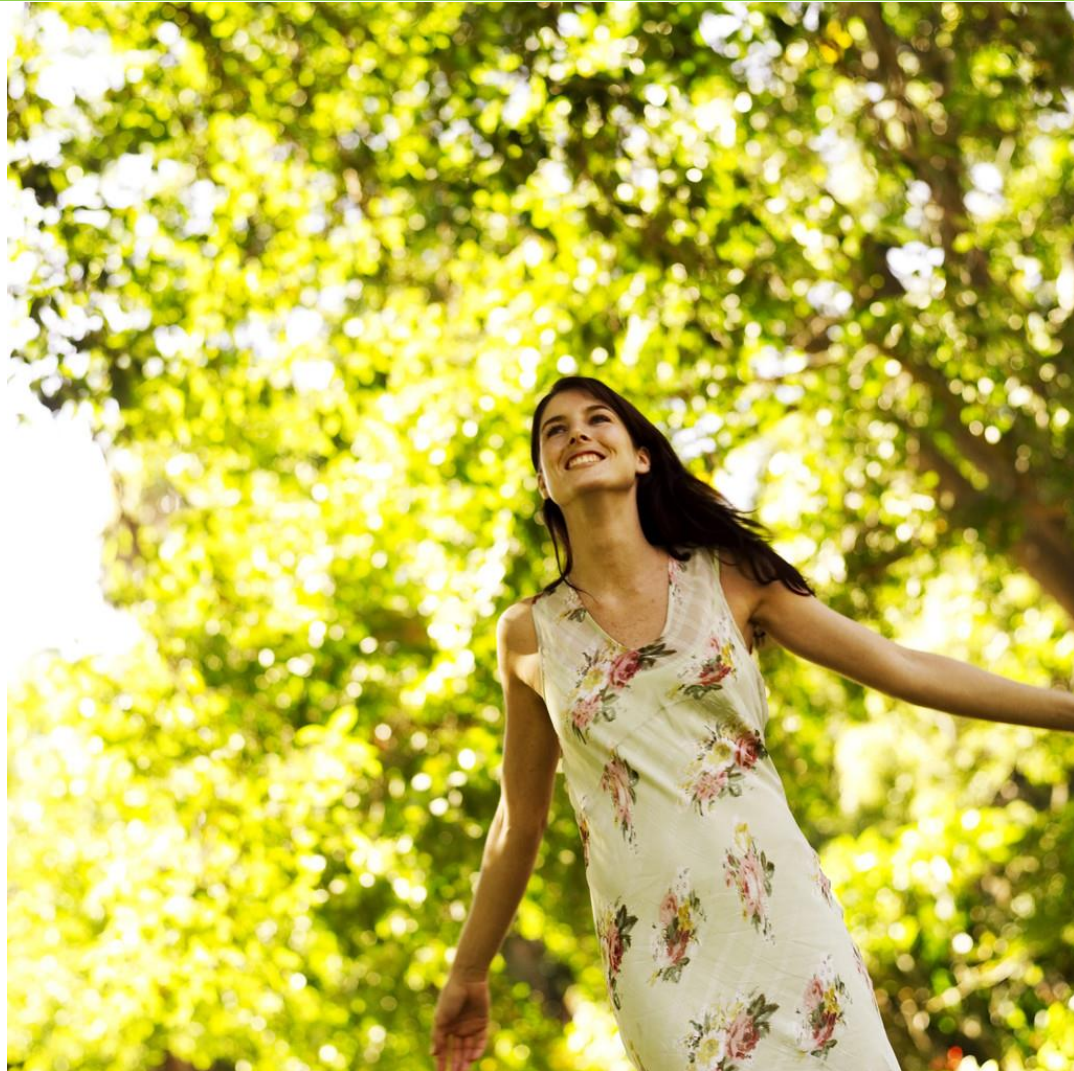
Step-by-Step Guides are posted on the DEL website

Recordings to be posted on the DEL Website soon

Email the QRIS Inbox: QRIS@del.wa.gov

Contact your Pre-K Specialist

Afternoon Break



Fire Marshal Inspections



Important Information

- Any site going through the expedited licensing process will have a fire inspection.
- What does DEL need from contractors prior to the inspection?
 - Site approval form
 - Floor Plan with room numbers and ages of children in each room. Clearly mark which rooms are to be inspected.
 - Certificate of Occupancy

Before the Inspection

- Review the “General Requirements to Help Prepare for State Fire Marshal Inspection” and additional notes.
- The assigned Deputy Fire Marshal will set an appointment for the inspection.
 - They will contact the person you designate as your site contact on the site approval form

During the Inspection

- Fire Marshal may not ask questions.
- Buildings vacated more than 180 days will be held to the newest code.
- Site contact needs to be present.



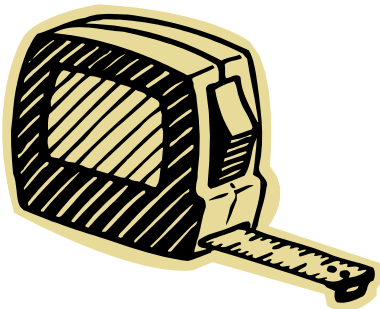
During the Inspection

- Make sure that the Fire Marshal inspects all of the rooms that need licensed.
- Fire Marshals open cabinets, press buttons, open doors....



Occupancy Load

- Determined for the building and for each classroom.
 - Determined by net floor space
 - Occupancy load is the total number of people that can be in a room or building at one time.



Exit Signs

- If a room has two or more exits. Signs are required on all exit doors.
- Exit signs must be illuminated



Egress Illumination

- Egress illumination is required when a building has an occupancy load of 50 or more.
 - Flashlights are not acceptable egress illumination.

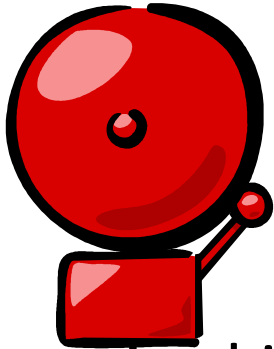
Exit Travel

- Required width of corridors must be unobstructed.
- Exit paths must lead to a public way such as a sidewalk or parking lot.
- Exit paths must be a “hard pack surface”.



When is a Sprinkler System Required?

- When occupancy load is 50 or more
- When total square footage is 1750 or more.



Fire Alarm Systems

- Required if occupancy load of the building is 50 or more.
 - Manual pull station is required.
 - Voice activated system is required when occupancy load for the building is 100 or more.

Artwork

- Must not exceed 10% of classroom wall and ceiling space or 20% of halls and corridors.
 - Fire retardant paper does not count



After the Inspection

- If a report is not received within 60 days contact your Pre-K specialist. DEL will contact the Fire Marshal
- If the site does not pass.
 - ECEAP contractor will submit an action plan to the Pre-K specialist within 30 days.



Certificate of Occupancy Classification

- Must be an E or an I-4
 - If the site is in a public school an A classification is also acceptable.
- What if the certificate of occupancy shows a different classification.
 - Contact your local building department and ask them to come and look at your site.



CITY OF SOUTH BEND

CERTIFICATE OF OCCUPANCY

Name of Owner: South Bend School Dist.
Address: 508 Broadway

Building Permit No:

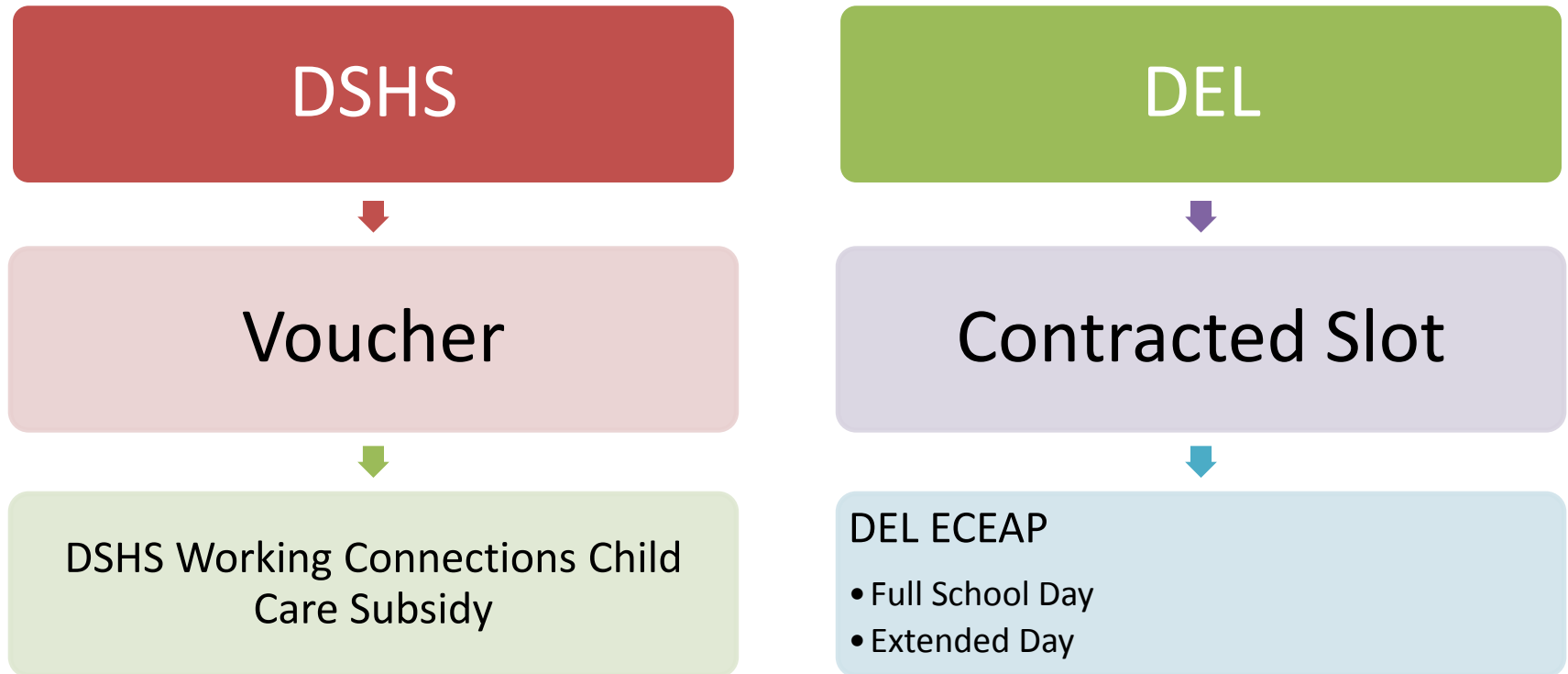
Occupancy: E

Date of Final: August 20, 2014

Building Official: Dennis Houk

City of South Bend is an Equal Opportunity Employer

Child Care Development Fund Subsidy Dollars



DSHS/DEL ECEAP Work Group

- Developed shared protocols for sharing information
- Created a process for ECEAP enrollment and eligibility staff to notify DEL of changes from voucher to a contracted slot

Coaching

- What is practiced based coaching?





Coaching: Roles and Responsibilities

ECEAP Contractor

- Have access to trained coach
- Support staff in meeting EA quality standards

ECEAP Coach

- Early Achievers quality standards
- Supports classrooms
- Professional development

Coaching: Roles and Responsibilities

DEL

- Staff support for statewide coaching
- Early Achievers framework
- Provide access to professional development opportunities
- Coach consultation
- Pre-K Specialist

Coaching: Roles and Responsibilities

What are the opportunities and the challenges?



Questions?



ECEAP Directors Meeting



October 2, 2014

Today's Agenda

- Welcome and Overview
- Steering Committee Discussion
- ECEAP Fiscal Reviews
- ECEAP Outcomes Report
- River Runs Through It
- ELMS for Directors
- Data Coaching
- Directors Panel – Using Data
- Fire Marshal Inspections
- Working Connection Child Care Subsidy Updates

Steering Committee Shake-Up



- Introductions
- Purpose of Steering Committee
- Membership
- Representatives responsibilities

ECEAP Steering Committee Representation

- **Representatives Responsibilities**
 - Gather opinion, questions suggestions etc. from your branch before the meeting
 - Ensure you or your alternate can attend the meeting
 - Represent opinions of your branch at meetings
 - Report on Steering Committee discussions after meetings
- **Elections**

Steering Committee Mini Meeting

Topic: ECEAP Expansion

Collect feedback from your branch

- What is going well
- What are your challenges
- What information or supports do you need from DEL?



DEL Fiscal Reviews and Resources

Fiscal reviews ensure:

- Contractors are in compliance with ECEAP requirements.
- DEL ECEAP funds are used only for ECEAP allowable costs.
- Costs are fairly allocated to ECEAP.
- Policies and procedures are followed.
- Internal controls are in place to prevent fraud.
- Monitoring of sub-contractors.

What are the components of a fiscal review?

- Provide documents to DEL prior to the onsite review
- Onsite review with the DEL Fiscal Analyst and Pre-K Specialist
- Fiscal review report, action plan and follow-up

Contractor Documents Submitted to DEL will include:

- Annual operating and annual ECEAP budget
- Monthly income and expense report by budget category
- Total administrative, program and indirect expenditures for contractor and subcontractor
- Written cost allocation plan
- Chart of accounts
- Policies and procedures
- Inventory list of ECEAP equipment and certification of last audit (must occur at least once every other year)

On-site Fiscal Review

On the day of the review, DEL will:

- Interview contractor staff.
- Request an expenditure report for administrative, program, and indirect costs, to include subcontractor ECEAP expenditures.
- Select expenditures and request to view all paper trails related to the following:
 - Payroll
 - Purchases/Inventory
 - Travel
 - Transportation
 - Facilities

Review Follow-Up

After the review:

- DEL may follow up with the contractor with additional questions.
- A fiscal review report will be emailed to the contractor which summarizes the areas of the review and identifies any action plan items.
- Contractor staff are provided a month to respond to action plan items.
- DEL will request follow up documentation as on-going monitoring of any action plan items.

Areas to Focus on

This last year, five fiscal reviews were completed.

DEL found that the following areas need improving:

- Administrative Rate
- Cost allocation
- Purchasing
- Inventory
- Travel
- Monitoring of subcontractors

Administrative Rate

DEL will review administrative and indirect expenditures to ensure the administrative rate does not exceed 15% of the contract funding, including subcontractors' cost, if any.

- Administrative costs include salaries and benefits, travel, office supplies, equipment, training, facility costs (directors, administrative assistants, etc).
- Indirect expenses are agency-wide administrative activities necessary for general operation of an agency such as personnel services, payroll, accounting, purchasing, IT, and budget. They cannot be assigned to a specific program or activity.

Expenditures are allocated correctly between administrative and program and for indirect costs.

- A Director's salaries and benefits is charged to administrative costs. Travel, good and services, building expenses, etc. also need to be allocated to administrative costs.

Cost Allocation

- Cost allocation is the process of assigning two or more programs the cost of an item shared by programs.
- DEL reviews the contractor's written cost allocation plan.
- How are costs allocated?
 - Payroll is typically calculated based on time and effort.
 - Classroom supplies are often prorated based on funded slots.
- DEL will review a variety of expenditures to ensure costs have been allocated to ECEAP funds correctly.

Purchasing

DEL staff will review expenditures for items purchased with ECEAP funds to ensure:

- Policies, procedures and internal controls are in place and followed.
- Purchasing documentation is complete:
 - Purchase approval
 - Invoice
 - Packing slip
 - Asset information recorded
 - Remittance correct (payee and amount)
- Costs are correctly allocated to ECEAP.

Inventory

- Inventory lists include equipment purchased in whole or part with ECEAP funds, including indirect costs.
 - Small and attractive, \$300 or more.
 - Capitalized assets, \$5,000 or more.
- Purchases with a unit cost of \$5,000 and greater are approved by DEL ECEAP - equipment, playground or facility improvements.
- Lists and supporting records accurately reflect the description, serial numbers, values etc.
- Inventory disposals are approved by DEL ECEAP.

Travel

- Expenditures are allocated to ECEAP correctly.
- Reimbursement at current OFM - State rates.
 - Per Diem
 - Mileage
- Reimbursable costs are calculated correctly and hotel receipts are attached.
- Reimbursable amounts are not duplicated.
- Policies and procedures are followed.








Fiscal Reviews for this year?

- This year we plan to perform five fiscal reviews.
- Rather than onsite reviews, we will perform offsite reviews with in person follow up as needed.
 - The format will be very similar to the onsite review.
- Contractors receiving reviews will be selected based on:
 - Those due for program reviews
 - Monitoring of braided funding
- Contractors will be notified soon of review dates.

Fiscal Resources

DEL ECEAP has added a Fiscal Resources section on the DEL website under ECEAP Forms and Documents.

Fiscal Resources

-  [Washington State travel reimbursement rates](#) - reimbursement rates for lodging, meals and POV mileage
-  [Washington State per diem rates map](#) - per diem map by county
-  [Completing the ECEAP A19 - Invoice Voucher for Full School Day and Extended Day Models](#)
-  [Direct Deposit Instructions](#)
-  [Operating Budget example \(Excel\)](#)
-  [Staff Compensation Summary \(Excel\)](#)
-  [Staff Compensation Summary Guide](#)

- We continue to add resources. If you have suggestions, please send requests to ECEAP@del.wa.gov.

Questions?



Morning Break & Turn in travel forms

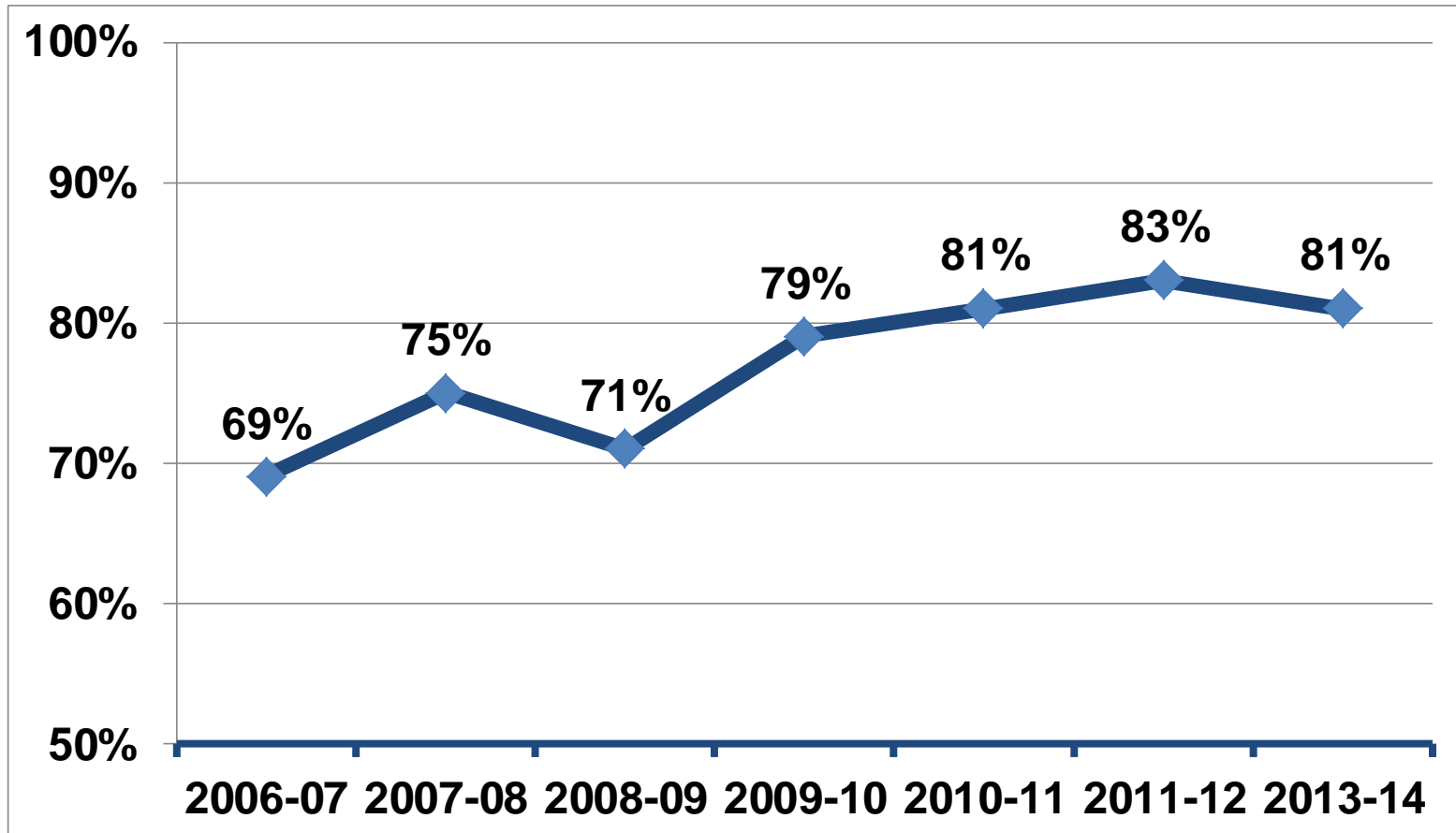


2013-14 ECEAP Outcomes



- **Slots:** 8,741
 - 9,810 served
 - 12.2% turnover
- **Waiting list:** 2,230
 - 1,131 4-year-olds
 - 1,099 3-year-olds
- **Unserved:** 29,128

Fully-Qualified Lead Teachers



Lead Teacher Education Levels

88.8% of ECEAP lead teachers have degrees.

81.3% have degrees with 30 ECE credits.

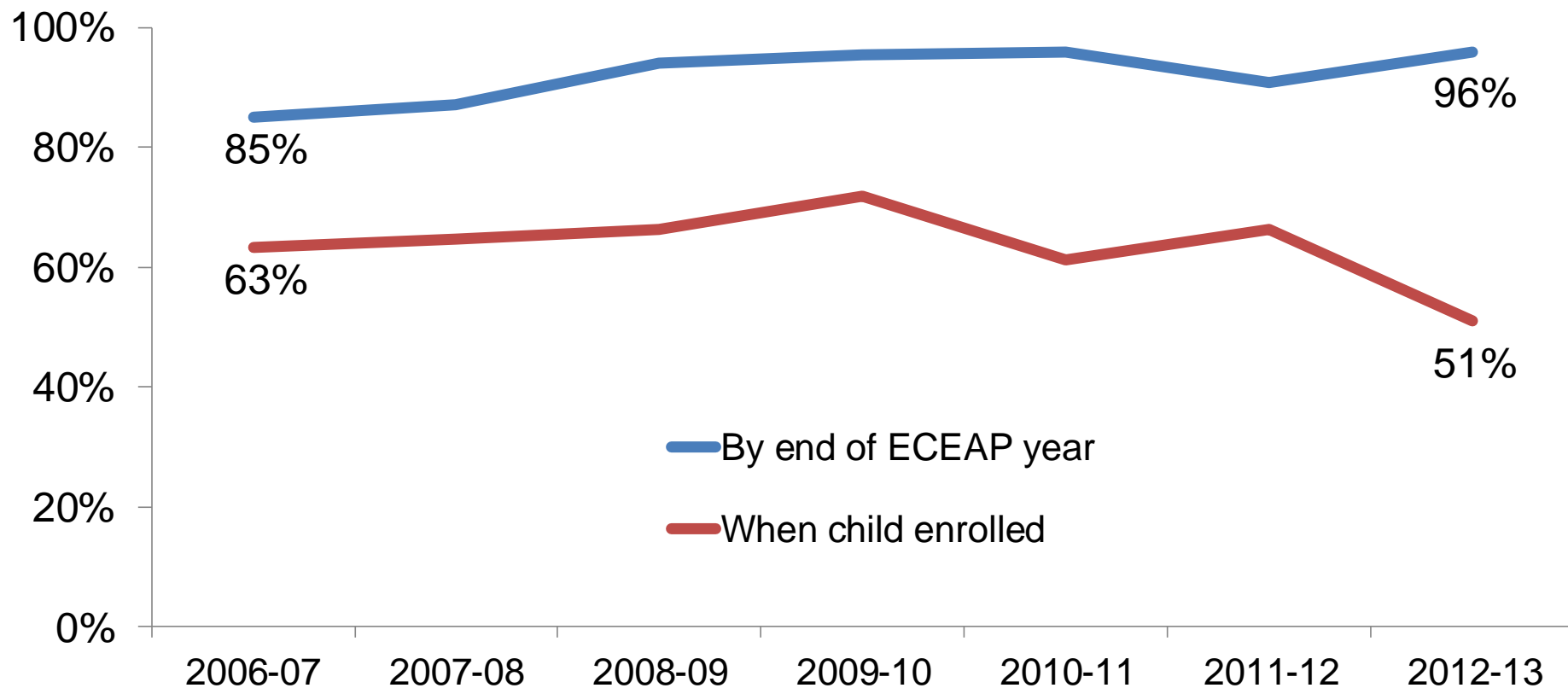
Fully-Qualified, with 30 credits ECE	
Associate's degree	38.2%
Bachelor's degree	35.3%
Master's degree	7.8%

Not Yet Qualified, no degree or no 30 credits ECE	
Associate's degree	2.1%
Bachelor's degree	4.7%
Master's degree	0.7%
CDA	3.1%
Other or unknown	8.1%

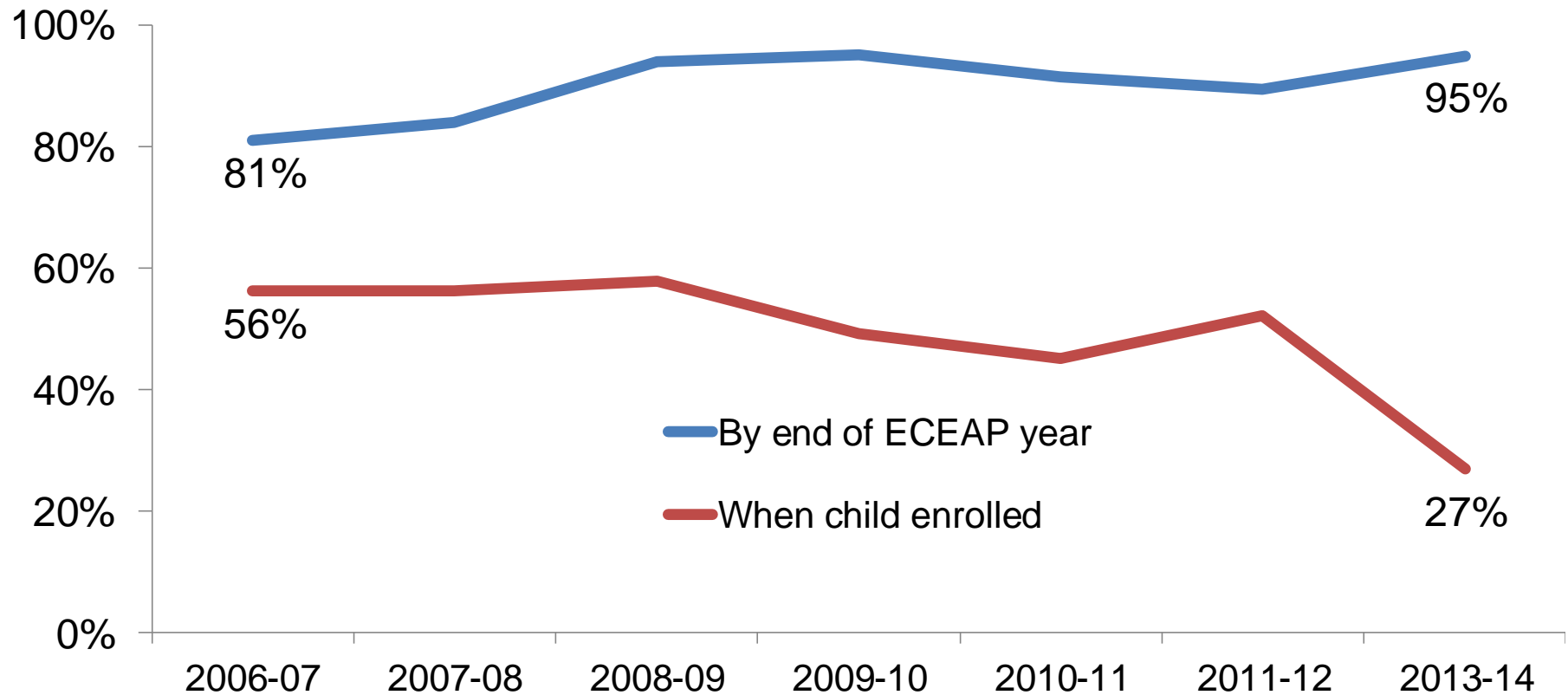
2013-14 ECEAP Child Demographics

- **Age:** 81% were 4-year-olds
- **Poverty:** 65% were at or below 80% of the federal poverty guidelines (\$23,550 for a family of 4).
- **Home language:** 28% spoke Spanish; 6.5% spoke another home language other than English.
- **Parent Education:** 39% of children had a parent with less than a high school education.
- **IEPs:** 9.6% were on an IEP.

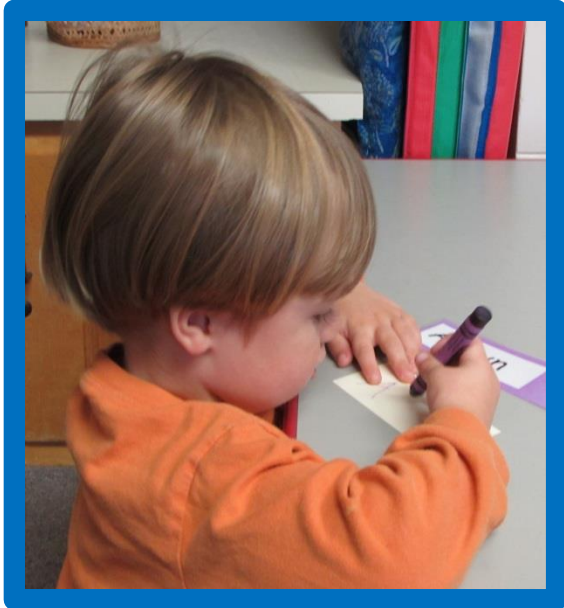
Well Child Exams Up-to-Date



Dental Screening Up-to-Date

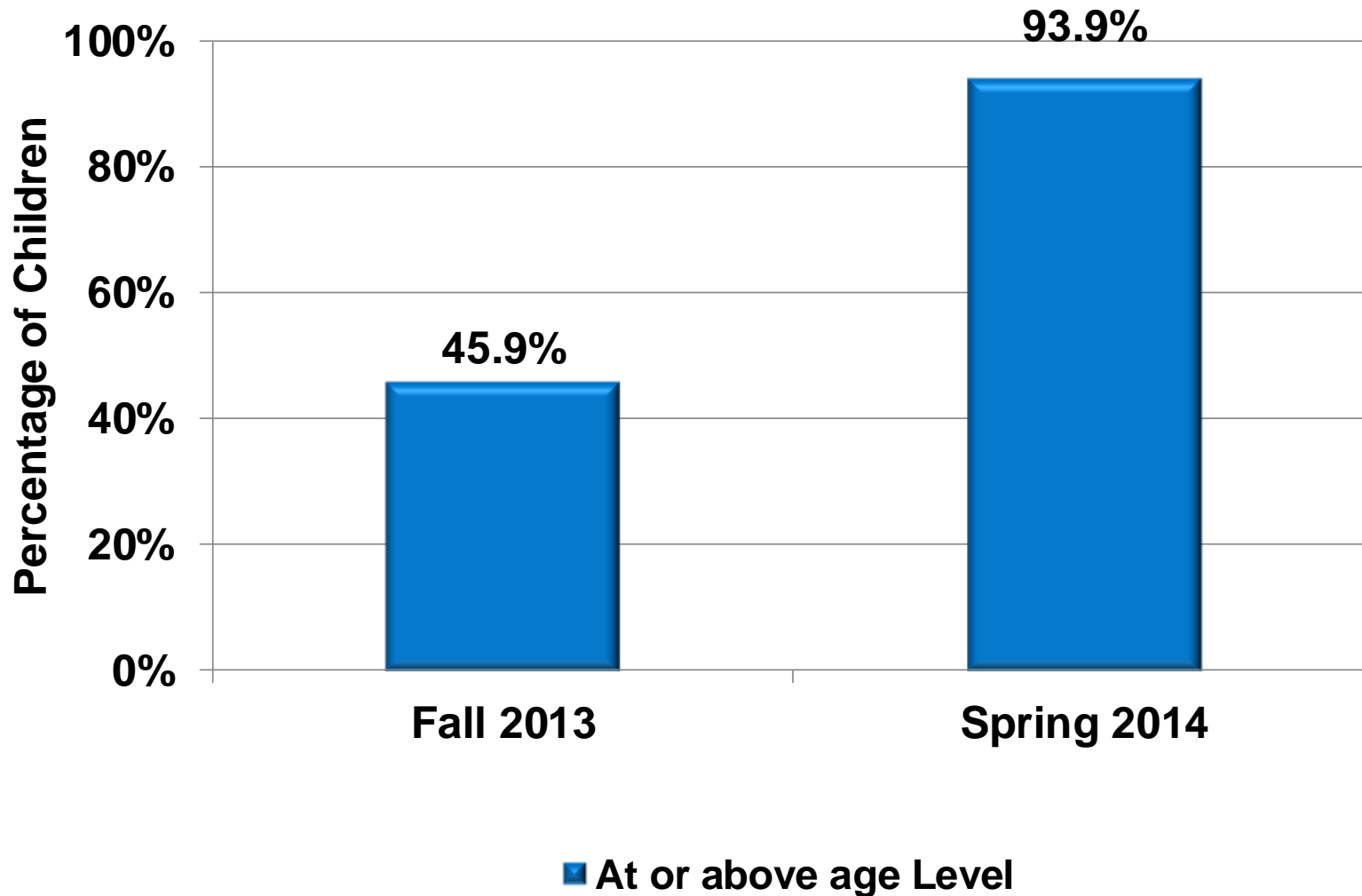


Teaching Strategies GOLD®

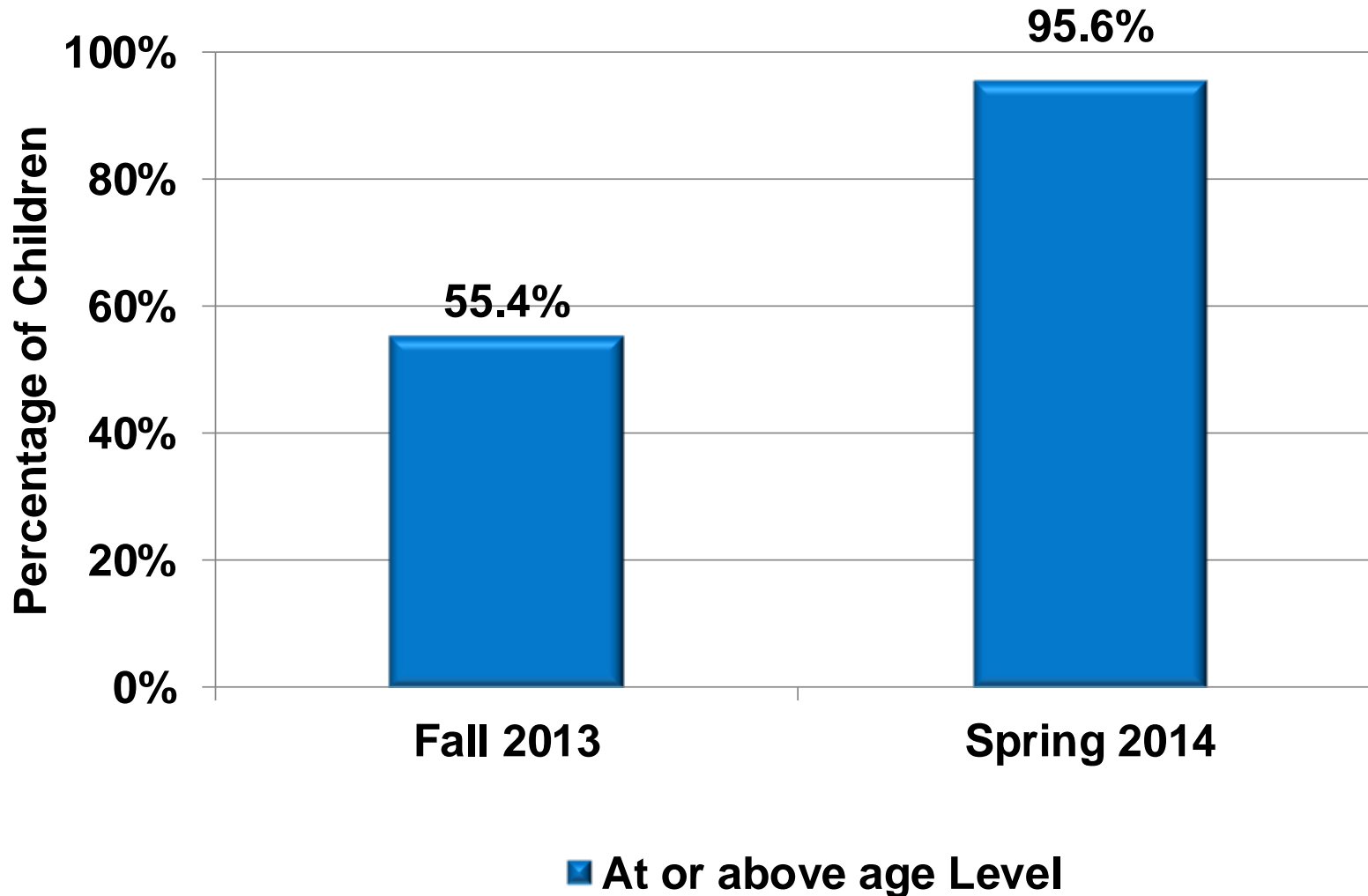


2013-14 results for
approximately 7,000 children

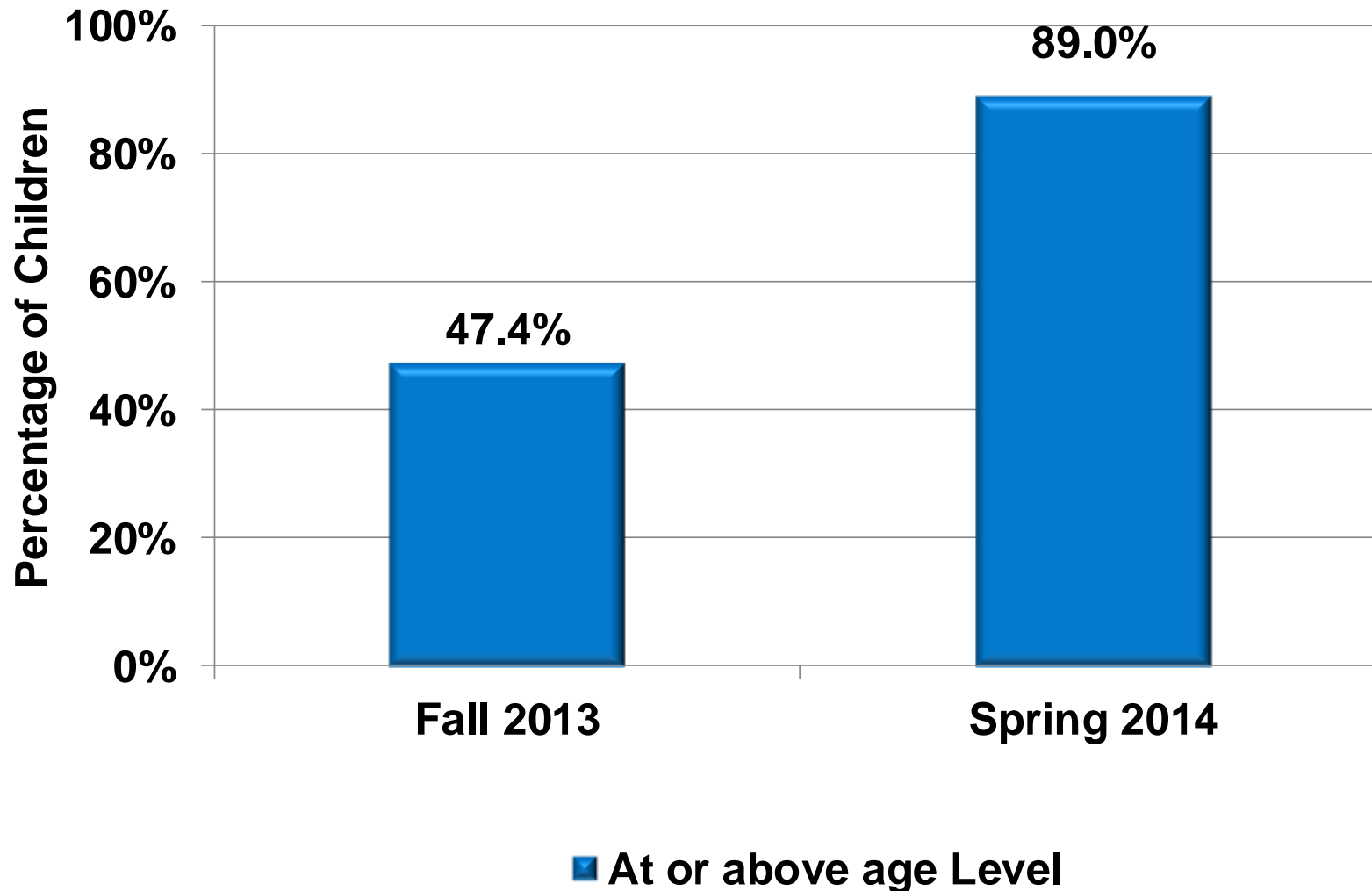
Social-Emotional Development



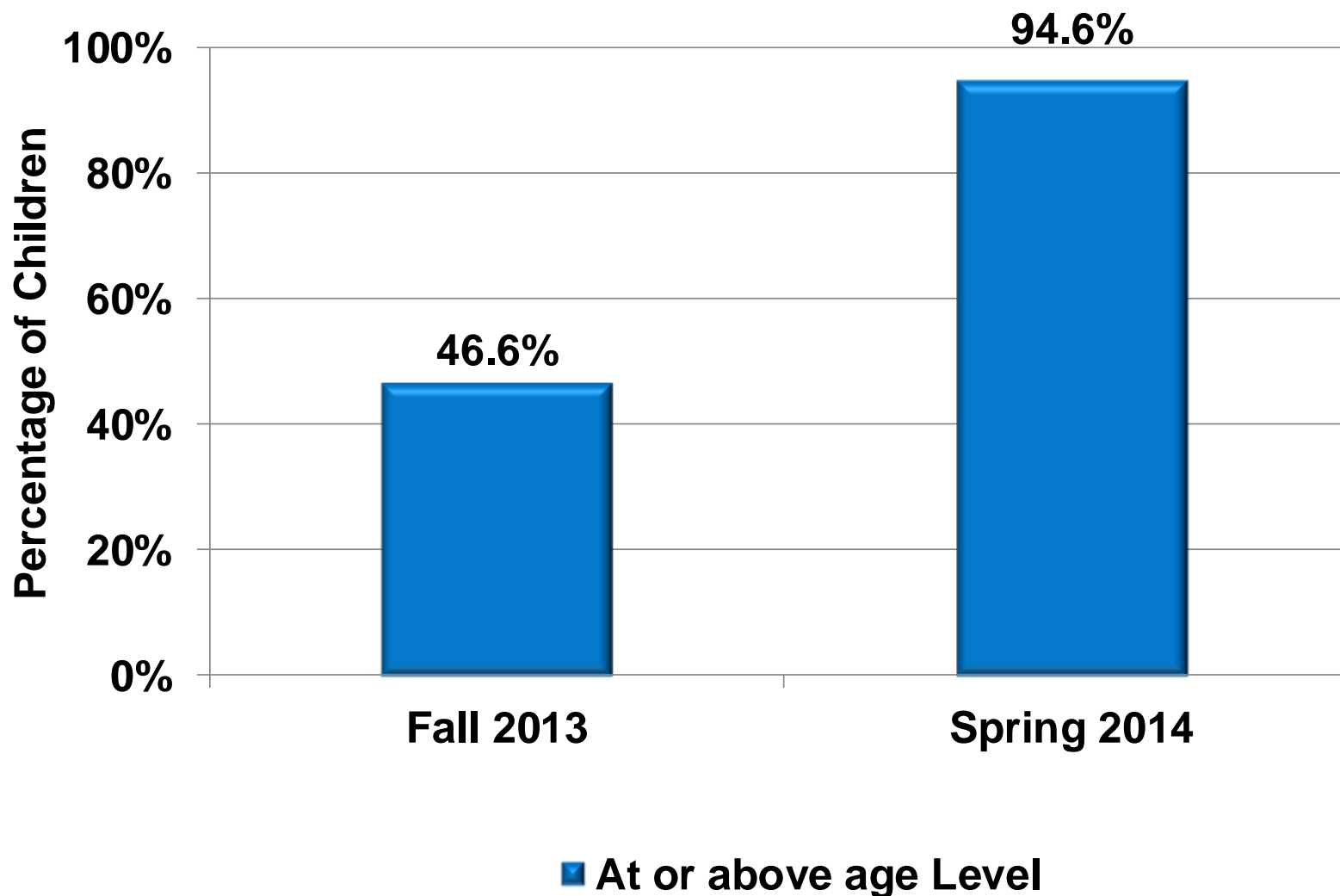
Physical Development



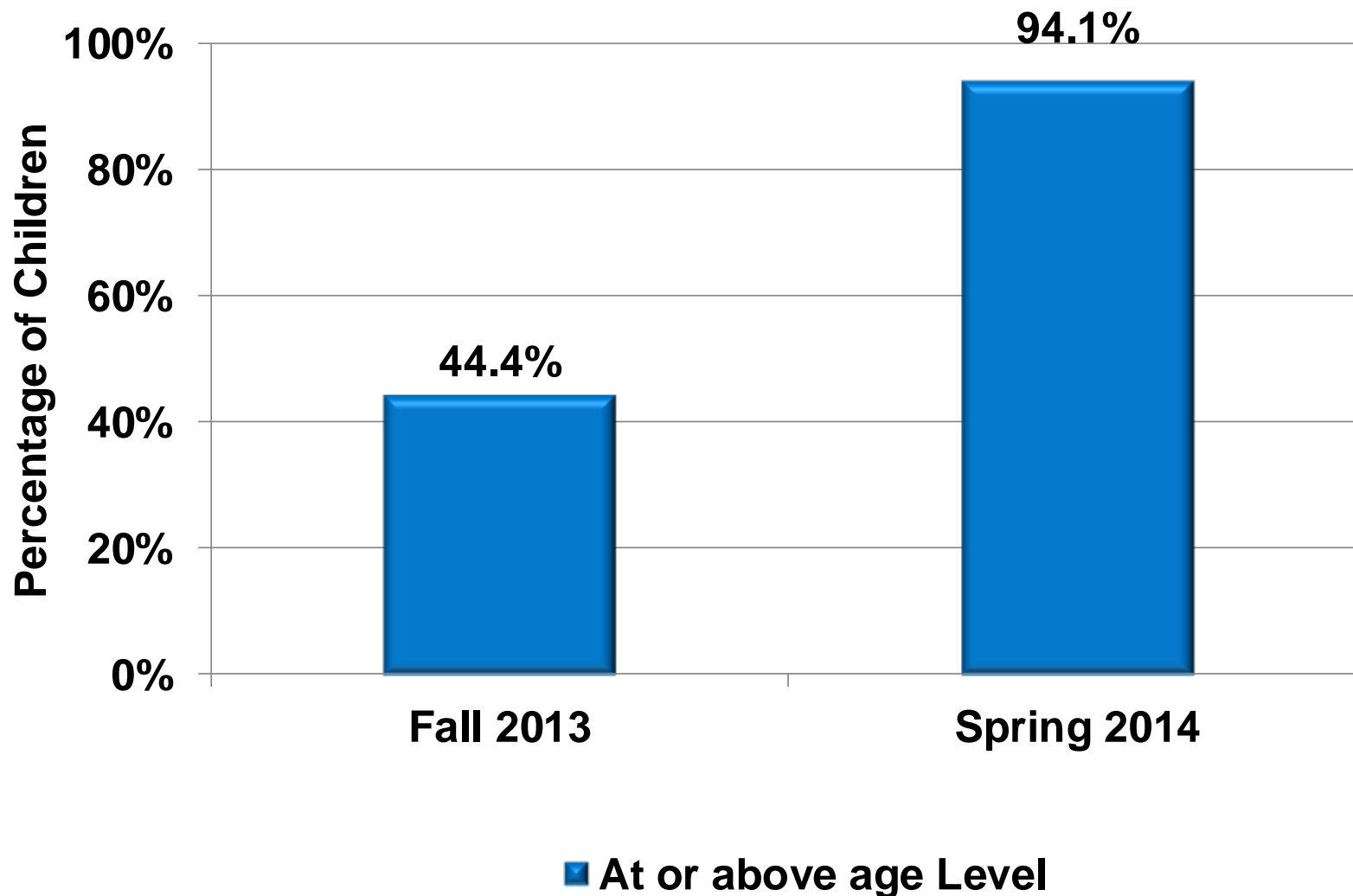
Language Development



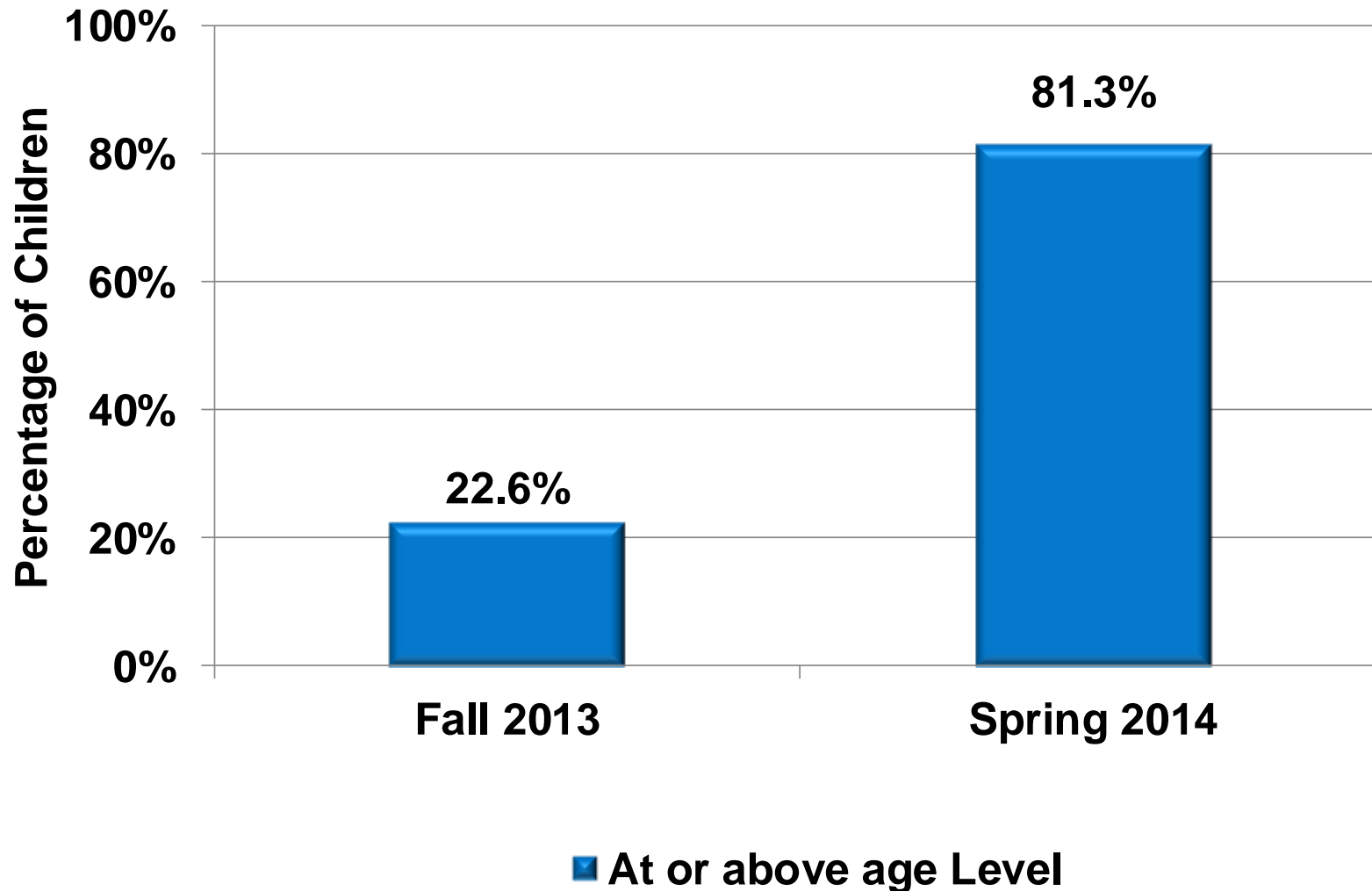
Cognitive Development



Literacy Development



Mathematics



Lunch & turn in travel forms



QUESTIONS

ELMS Reports for Directors

Big Picture Reports:

- Monitoring Dashboard
- Outcomes
- Child Demographics

Others:

- Child Record Summary
- Directors Roster
- Enrollment Count
- Enrollment Maintenance

Using Data to Inform Practice





**What is your
definition of data?**

**Where do you
gather data from?**



Data Informed Work

I truly believe that teaching or planning without data is like tossing a handful of darts and hoping that one hits the target, whatever or wherever that might be! The data is like a GPS system that guides our planning and hard work directly to the target. How can we miss?

What questions do you have
about ECEAP and data
informed work?



Group Scenarios

- What data sources could you use?
- Does the data tell the full story? Do you need more?
- Who would you involve in your process?

Video



**How is data
informed work like
the video? How is
it different?**

You may have heard the world is made up of atoms and molecules, but it's really made up of stories. When you sit with an individual that's been here, you can give quantitative data a qualitative overlay. William Turner

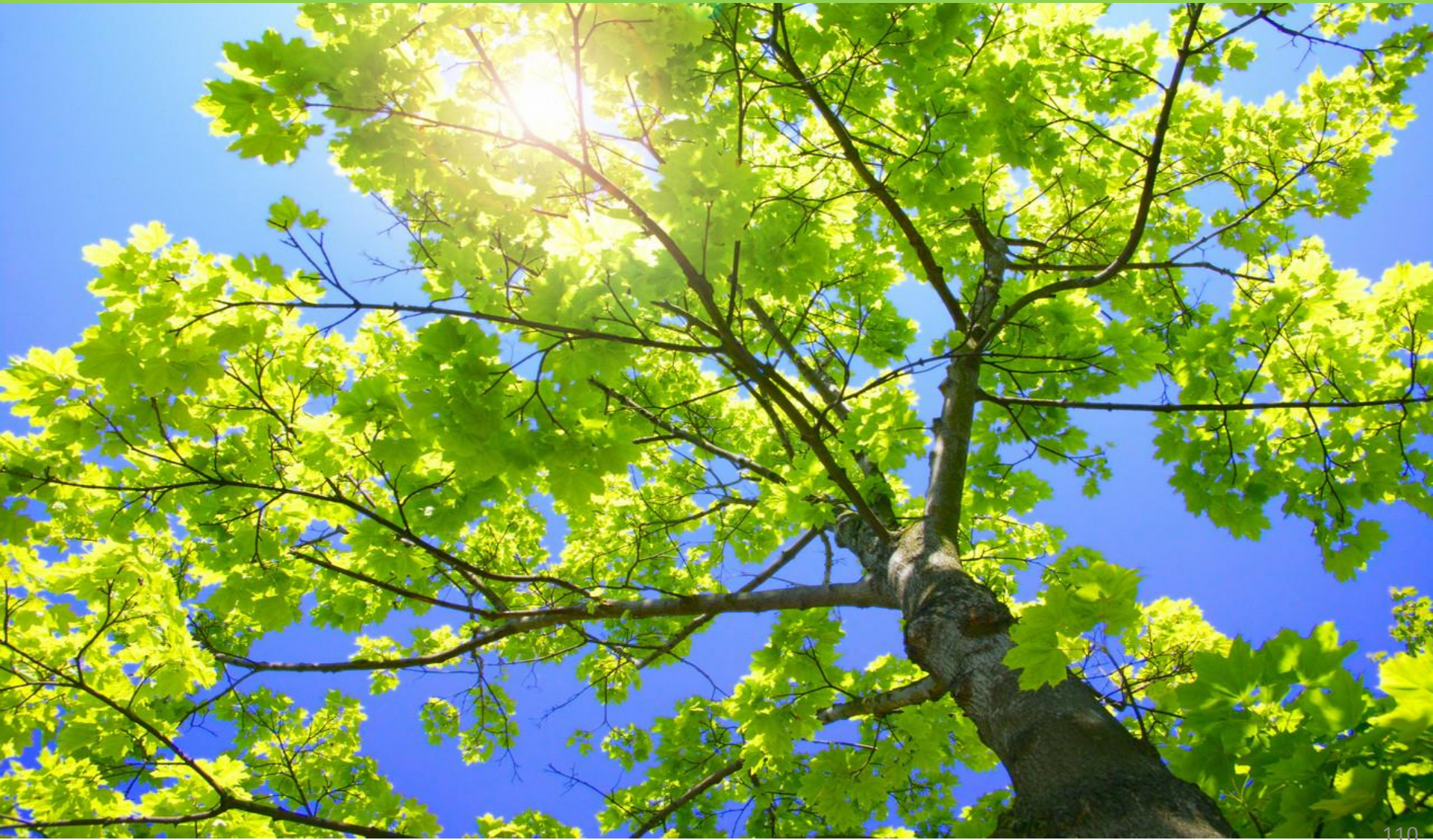
Directors Panel

How do you use data to inform your practices?

With:

- **Laurie May**: South Bend School District ECEAP
- **Alice Weaver** – Lewis Clark Early Childhood Programs
- **Kerri Coffman**: Walla Walla Public Schools
- **David Webster**: Opportunity Council
- **Joe Varano**: Snohomish County ECEAP

Afternoon Break



Teaching Strategies GOLD®

ELMS to GOLD Data Transfer

- Exception: Child Plus bridge
- Eliminates double data entry
- Ensures same names in ELMS and GOLD
- Updates nightly, including names changes or transfers entered in ELMS
- Matches with previously entered GOLD data

Teaching Strategies *GOLD*®

Using *Teaching Strategies GOLD*® in ECEAP 2014-15

- Online subscription contact
- ELMS and Teaching Strategies *GOLD*® online
- ECEAP as “funding source”
- Checkpoints
 - The Fall checkpoint is now due November 15, 2014.



Teaching Strategies **GOLD**®

Interrater Reliability

The screenshot displays the Teaching Strategies GOLD website interface. At the top left is the Teaching Strategies logo with a 'RETURN TO HOMEPAGE' link. At the top right, it says 'Welcome, PD Tester' with a 'Logout' link. A navigation bar contains five tabs: DASHBOARD, MARKETPLACE, COMMUNITIES, PROFESSIONAL DEVELOPMENT (which is highlighted), and MY PROFILE. On the left sidebar, under the 'Courses' section, 'Interrater Reliability' is selected and highlighted in orange, with 'Sandbox' listed below it. The main content area is titled 'Interrater Reliability'. It features a grey box with the text: 'Complete the Interrater Reliability Certification test in Spanish / Tomar el Examen de Certificación de Consistencia entre Evaluadores en español'. To the right of this box is a 'Support' section with a link to the 'Guide to Teaching Strategies GOLD® Interrater Reliability Certification'. Below these elements is a section titled 'The Purposes of Teaching Strategies Interrater Reliability Certification' which contains a paragraph explaining the system's purpose.

Teaching Strategies®

RETURN TO HOMEPAGE

Welcome, PD Tester Logout

DASHBOARD MARKETPLACE COMMUNITIES PROFESSIONAL DEVELOPMENT MY PROFILE

Courses

Interrater Reliability

Sandbox

Interrater Reliability

Complete the Interrater Reliability Certification test in **Spanish** /
Tomar el Examen de Certificación de Consistencia entre Evaluadores en español

Support

Guide to Teaching Strategies GOLD® Interrater Reliability Certification

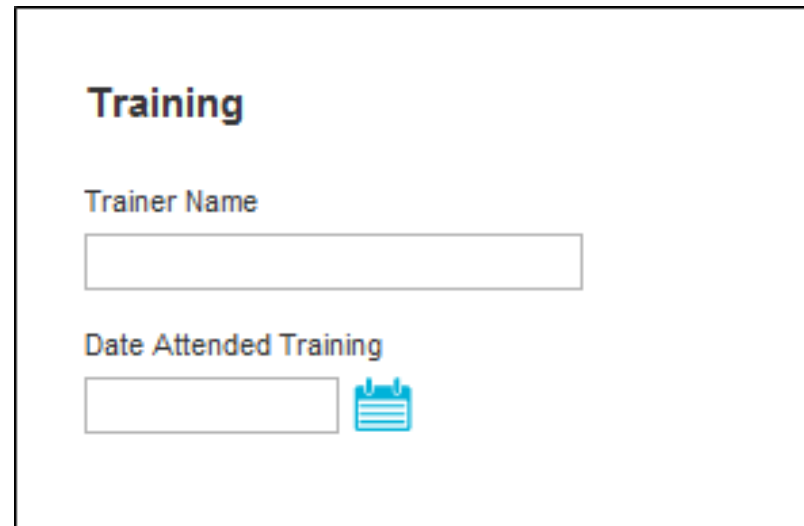
The Purposes of Teaching Strategies Interrater Reliability Certification

Teaching Strategies GOLD® is an authentic, ongoing, observation-based assessment system that relies heavily on your judgment as a teacher. The information you collect every day by observing children in the context of meaningful experiences makes this instrument robust and effective. After analyzing the evidence you gathered to document each child's knowledge, skills, and behaviors, you evaluate each child's progress. You identify each child's levels of development and learning at given points in time; track progress over time; and compare the child's knowledge, skills, and behaviors with widely held expectations for children of the same age or class/grade. Your evaluations inform the decisions you make when planning developmentally appropriate learning experiences for individual children and for your group as a whole.

Teaching Strategies *GOLD*®

Interrater Reliability and GOLD Training

- Teachers edit MY PROFILE to include *GOLD*® training information
- This allows GOLD administrators and ECEAP to monitor contract requirements (Sec.3.g)




The screenshot shows a web form titled "Training". It contains two input fields: "Trainer Name" and "Date Attended Training". The "Date Attended Training" field is accompanied by a calendar icon.

Training

Trainer Name

Date Attended Training



IRR Certification in 2013-14

- 340, 79.1%, of ECEAP lead teachers
- 23 of our lead teachers who are on the report are not certified



Evaluation

- You will receive a link for an online evaluation later this week
- Please fill it out and let us know how we did and topics you would like to discuss in the future



Safe Travels!

